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THE ACADEMIC STUDY OF FAUST AGAIN.

In a former contribution to the NOTES, I commented briefly upon the results of an inquiry into the status of *Faust* as a subject of academic instruction in the United States, and accompanied this comment with an implied promise to report more fully on the subject at some future time. In addressing myself to the fulfillment of that promise, it has seemed to me that my report would be more readable and at the same time more useful to the teaching fraternity if, instead of giving a mass of dry statistics covering a hundred or more of our numberless American colleges and universities, I should simply describe the practice of, say a score of institutions, and do so in the exact words of my correspondents. For the selection made below, my personal caprice is responsible, and I would not for a moment dispute with any one who chose to contend that a better selection might have been made. I do presume, however, that what is here offered fairly represents the academic treatment of *Faust* in the country at large. It will be convenient to use the abbreviations I. for the First Part and II. for the Second Part of Goethe's *Faust* and that without committing ourselves at all to the critical heresy involved in the favorite French nomenclature: *le premier et le second Faust*.

Amherst; Prof. H. B. Richardson: "I have taught both I. and II. to my senior division during the Winter term for the past seven years. I have used Prof. Hart's edition of I., reading it entire, and a simple text of II., reading extracts from it amounting to half or two-thirds of the whole. This means sharp work for 13 weeks, 4 hours a week, . . . but I usually feel that the work is well done. I much wish there was a good edition of the whole poem with notes. I give a few lectures on *Faust* and place on the shelves of the reading-room whatever the library contains that will be of practical value to students To read I. and not II. is very undesirable."

Bowdoin; Prof. Henry Johnson: "I have never made but one attempt to teach II. and then the result was very discouraging. I should want a *very* helpful edition for the use of the class and a class of more maturity than I ever expect to see in a college, before I

should be tempted even to consider the question of trying it again. I. is not taught this year."

Brown; Prof. Alonzo Williams: "We read I. during the 2nd term of senior year, 16 weeks, 3 times a week. About a dozen lectures are given upon it also. We do not touch II."

Cincinnati; Prof. J. M. Hart: "*Faust* has never formed a regular part of our German course." Prof. Hart writes, however, that he has repeatedly given instruction in the entire poem, sometimes to a small class of volunteer students and again to individuals who had chosen *Faust* as the subject of a dissertation. He adds: "In my opinion I. without II. is no study."

Columbia; Prof. H. H. Boyesen: "We read I. entire with my commentary on *Goethe and Schiller*, and I myself read the greater part of II. in the class and translate it. Devote about six lectures during the year to comment upon II. The study of *Faust* runs through the entire collegiate year, 2 hours a week. Classes vary from 12 to 25."

Cornell; Prof. H. S. White: "We give *Faust* here as advanced optional work every other year. I have taken two or three classes through II., at one time lecturing and translating myself (9 weeks, 2 hours a week) and expecting students to be prepared on certain portions of the text and to present papers on certain topics, at another time treating the subject as seminary work and giving to II. 20 weeks, 2 hours a week. In my opinion, II. can be studied to great advantage with classical students only. I. is generally given 10 or 12 weeks, 2 hours a week. I give I. in lectures or readings with plentiful comments on text and poem, expecting class to be prepared on all but one or two scenes."

Dartmouth; Prof. J. H. Wright: "Since I have been connected with the college, the *Faust* has not been one of the works regularly read in our German course. I have read it, however, with one or two voluntary classes of seniors, but have done next to nothing with II."

Earlham; Prof. H. C. G. von Jagemann: "The second term of the second year in German, 12 weeks, 3 hours a week, is devoted to *Faust*. We read most of I. but there is no place in our curriculum for II."

Hamilton; Prof. H. C. G. Brandt: "From 1876 to 1882, at the Johns Hopkins University,

I read I. every year, Hart's edition. From 18-83 till now I have also read II. in extracts. I give only two formal written lectures, but take up 6-8 hours with commentary and notes, particularly on II., so that students may get some idea of the whole work and of the unity of the same. German without *Faust* would be English without *Hamlet*."

Harvard; Prof. G. A. Bartlett: "*Faust* is studied here critically in a course on 'German Literature in the 18th century'. The *critical* study refers, however, only to I.; II. is treated only by lectures and not often in that way."

Johns Hopkins; Dr. Julius Goebel: "I shall read I. in my class from the beginning of March to the end of the year, 12 weeks, 2 hours a week. Besides, I devote a lecture to *Faust* in a course of 12 lectures on 'German literature in the 18th century.' II. will be treated only in my lectures."

Oberlin; Prof. J. K. Newton: "No instruction has ever been given in this college in either I. or II. Students have read I. more or less—usually less—but no satisfactory work has ever been done with it. This astounding statement will surely be sufficiently explained by the fact that at no time in the history of Oberlin College has more than 4 terms (a term=12 weeks, 5 hours a week) of German been offered to students."

Princeton; Prof. H. Huss: "Goethe's *Faust* hat bisher auf meinem Arbeitsfeld, dem Scientific Department, wegen der Ungunst der Verhältnisse noch keine Berücksichtigung gefunden, doch bin ich jetzt in den Stand gesetzt und entschlossen, das 2. Semester des Seniorjahres wöchentlich 2 Stunden demselben zu widmen. II. wird nur stellenweise übersetzt werden, sein Ideengehalt aber desto ausführlichere Behandlung in Vorlesungen erfahren."

Tufts; Prof. C. E. Fay: "*Faust* is not read in any of our courses. While I might see fit with a mature class to read I., I should not for a moment think of taking II. I think, considering the average age of American college students, that the time can be better employed in other reading."

Washington (St. Louis); Prof. J. K. Hosmer: "Our juniors read I. in the second term. They also hear lectures on German literature in German in which some attention is paid to *Faust*. No special attention is given to II."

Wesleyan; Prof. George Prentice: "I have several times read I. in my classes and shall do so this year. Have never given II. in the classroom but have twice assigned it to men as a part of their honor work."

Williams; Prof. R. A. Rice: "*Faust* I. and II. forms the work of the elective class in the 3rd year of German, covering a period of 20 weeks; lectures and recitations."

Wisconsin; Prof. W. H. Rosenstengel: "I. is read in the senior year, 3rd term, 2 hours a week. Only lectures are given on II. This year the following lectures were delivered: Geschichte der Faustsage (2); Goethe's *Faust* (2); Das didaktische Element des 2. Teiles des *Faust*; Scherer's Theorie in Bezug auf Goethe's *Faust*."

Yale; Prof. A. L. Ripley: "Since my connection with the German work here (2½ years), *Faust* has not been taken up. During the past 8 years, I. has been read at least twice to my knowledge, but I am sure that II. has never yet been read with a class. My plans for next year include the reading of at least I."

To the foregoing list, I will add the University of Michigan. I devote a year to *Faust*, 1 semester 2 hours a week to each part. For I., Hart's edition and Schröer's are both recommended; for II., Schröer's. From I. only the Intermezzo is regularly omitted, from II. the Masquerade and the Walpurgis-night. In the study of II., members of the class present essays upon matters of interest in connection with the drama, some of these essays being simply synopses of the omitted portions of the text. Contrary to my former practice, I now give no formal lectures on *Faust* but work in all that I care to say about it apropos of passages in the text.

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ZU DEN STRASSBURGER EIDEN.

—Salvarai eo cist meon fradre Karlo et in adiudha et in cadhuna cosa—

Die Interpretation dieser Stelle bietet Schwierigkeiten, auf die meines Wissens noch Niemand hingewiesen hat; auch Koschwitz nicht in seinem Commentar, der doch sonst so ausführlich ist, dass Vorlesungen über die ältesten Denkmäler wohl vorläufig von unseren Universitäten verschwinden werden. Um mit